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ABSTRACT

Research into the personality characteristics of Negroes attending a predominantly white university and a predominantly black college was conducted. The colleges are both in an urban area with tuition, student enrollment, and course offerings approximately the same at both schools. Their major difference is in the composition of the student body. Approximately 98 percent of the students attending the university are white, and approximately 98 percent of the students attending the college are black. Therefore, it would appear that one of the areas involved in deciding which school to attend is personality. Full-time Negro students at sophomore level and attending the university above formed Group 1, a random sample of Negro students at the predominantly black college formed Group 2, and Group 3, was comprised of a random sample of white students attending the university. Each group was administered both the California Psychological Inventory (CPI) and the Adjective Checklist (ACL). An analysis of the data revealed the black students at the university tended to score more like their white counterparts than like the black students at the predominantly black college. The results for the two black groups were combined and factor analyzed. The factor structure for the black population on the CPI differed significantly from previously reported studies. (Author/JM)

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An Investigation of Personality Characteristics Of Negroes Attending a Predominately White University and Negroes Attending a Predominately Black College

by

Nina W. Brown

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ABSTRACT

An Investigation of Personality Characteristics of Negroes Attending a Predominately White University and Negroes Attending a Predominately Black College

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A study was conducted to ascertain if significant personality differences existed between negroes attending a predominately white university and black college on the California Psychological Inventory (CPI) and the Adjective Checklist (ACL). An analysis of the data revealed the black students at the university tended to score more like their white counterparts than like the black students at the predominately black college. The results for the two black groups were combined and factor analyzed using the principal components method with varimax rotation. The factor structure for the black population on the CPI differed significantly from the summary of factor analytic studies previously reported by Megargee. Because of the small sample size, cautious conclusions were drawn. However, the results would tend to substantiate the hypothesis that negroes attending a predominately white university differ significantly in personality as assessed by the CPI and ACL from negroes attending a predominately black college.

An Investigation of Personality Characteristics of Negroes Attending a Predominately White University and Negroes Attending a Predominately Black College

Research into the personality characteristics of negroes attending a predominately white university and a predominately black college was conducted. The colleges are both in an urban area with tuition, student enrollment and course offerings approximately the same at both schools. Their major difference is in the composition of the student body. Approximately 98 percent of the students attending the university are white and approximately 98 percent of the students attending the college are black. Therefore, it would appear that one of the areas involved in deciding which school to attend is personality.

Full-time negro students at the sophomore level and attending the university above formed Group 1, a random sample of negro students at the predominately black college formed Group 2, and Group 3 was comprised of a random sample of white students attending the university.

Hypotheses and Results

Hypotheses:

1. There will be no significant difference on personality scales on the CPI and ACL between negro students attending a predominately white university and a random sample of negro students attending a predominately black college.

Significant differences between the two negro populations were found on 13 of the 18 scales of the CPI. The scales showing significant differences

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were; dominance, capacity for status, sociability, social presence, self-acceptance, sense of well-being, self-control, tolerance, achievement via independence, intellectual efficiency, psychological mindedness, flexibility and femininity.

When the data for the CPI were compared by sex for the two black populations, 11 of the 18 scales were found to differ significantly between the two groups of females. The negro females differed significantly on; dominance, capacity for status, sociability, social presence, sense of well being, tolerance, achievement via independence, intellectual efficiency, psychological mindedness and flexibility.

The two negro male populations differed significantly on 9 of the 18 scales; dominance, capacity for status, sociability, social presence, tolerance, good impression, achievement via independence, intellectual efficiency and psychological mindedness. The black males at the predominately white university tended to score higher on the average, than the black males at the black college on all of the differing CPI scales.

T-tests on the ACL revealed significant differences between the two negro populations on; defensiveness, number of favorable adjectives checked, self-confidence, lability, achievement, dominance, heterosexuality, change, abasement and deference. The black students attending the university tended to have higher scores on the average, than did black students attending the colleges on all differing scales except deference.

When the data were analyzed for sex differences on scores between the two black populations, only one scale was found to differ significantly between the two black female populations, deference, with the females at the predominately black college scoring significantly higher. However, 12 of

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the scales showed significant differences between black males attending the university and black males attending the college; defensiveness, number of favorable adjectives checked, self-confidence, lability, achievement, dominance, affiliation, heterosexuality, change, succorance, abasement and deference. Except for succorance, abasement, and deference, the mean scores for the negroes at the university tended to be higher than the scores of the negroes at the predominately black college.

Therefore, the hypothesis of no significant differences on personality scales is rejected.

2. There will be no significant differences on scales of the CPI and ACL between negro students and a random sample of white students attending a predominately white University.

Three of the 18 scales on the CPI showed significant differences between the negro and white students attending the university; tolerance, achievement via independence and flexibility with the white students tending to score higher. With a breakdown of scale scores by sex, it was found that the black and white females attending the university differed significantly only on the scale, good impression. The black males at the university differed from the white males on three scales; tolerance, intellectual efficiency and femininity with the white males tending to score higher.

The results of the ACL revealed significant differences between black and white students attending the university on five scales; defensiveness, self-control, succorance, abasement and deference, with the white students scoring higher on abasement and deference and scoring lower on the other three scales.

When sex differences were analyzed, the white females differed significantly from the black females on; lability, aggression and succorance with the white

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females tending to score higher on all three scales. Four scales; achievement, succorance, abasement and deference showed significant differences between the black and white males attending the university. The black males tended to score higher on the achievement scale and lower on the other three differing scales.

Since there were few scales differing significantly, the hypothesis of no significant difference between the two groups is accepted.

3. There will be no significant differences on scales on the CPI and ACL between the sample of white students attending the university and the sample of negro students attending the college.

The results were also compared between the sample of white students attending the college. On the CPI all the scales that showed significant differences between the black students at the university and the black students at the college, (with the exception of the femininity scale where no significant differences were found between the white university and black college students), exhibited the same pattern of significant differences between the white students at the university and black students at the college.

When the results were analysed by sex, the white female students at the university and black female students at the college differed on 11 of 18 scales; capacity for status, sociability, social presence, self-acceptance, well-being, tolerance, achievement via independence, intellectual efficiency, psychological mindedness, flexibility and self-control. The black females at the university differed from the black females at the college on all of the same scales except self-control thus, exhibiting the same pattern of differences as their white counterparts at the university.

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The white males at the university differed significantly from the black males at the college on 12 of the 18 scales; dominance, capacity for status, sociability, social presence, self-acceptance, well-being, tolerance, achievement via conformance, achievement via independence, intellectual efficiency, psychological mindedness, and flexibility. With few exceptions (scales on self-acceptance, well-being, achievement via independence and flexibility) the pattern of differences is essentially the same as that of the two black groups.

The ACL scales measuring lability, heterosexuality, change and succorance showed significant differences with the white students than the black students at the college scoring higher on all but succorance. With the results broken down by sex, the white females differed on the scales, number of favorable adjectives checked and aggression.

The black males at the college scored significantly different than white males at the university on self-confidence, defensiveness, lability, achievement, dominance, nurturance, heterosexuality and change. On all of the scales showing significant differences, the white males tended to score higher. Thus, the null hypothesis is rejected.

The data for the two black populations were combined and factor analyzed by the principal components method with Varimax rotation. A differing factor structure from that determined in previous studies was found for both tests. There were unusually high scale loadings on the five factors found for the CPI. Loadings above .60 are considered extremely high and on Factor 1 the scales; dominance (.86), sociability (.66), social presence (.67), self-acceptance (.77) could all be considered as loading extremely high. Moderate loadings were found for capacity for status (.57), and psychological mindedness (.47) with a moderate negative loading on self-control (-.50). The underlying

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structure of these scales caused Factor 1 to be labeled "dominance-adjustment with control of external reality".

Factor 2 was characterized by high loadings on; tolerance (.78), achievement via independence (.72), intellectual efficiency (.66) with moderate loadings from; capacity for status (.48), well being (.52), psychological mindedness (.50) and flexibility (.40) with a moderate negative loading from femininity (-.53). The label attached to Factor 2 was "cognitive-affective independence."

Factor 3 - "the larger culture attitude or response set"-had high loadings on; socialization (.69) and communality (.80) with moderate loadings from well being (.48) and intellectual efficiency (.43).

Good impression (.86) was almost a pure measure of Factor 4. High loadings were found also on self-control (.67), a negative loading on flexibility (-.61) and a moderate negative loading on social presence (-.41) giving this factor the label, "general adjustment".

Factor 5 was characterized by an extremely high loading on achievement via conformance (.82), however, since there were no other scales loading even moderately on this factor it was deemed interpretable. In all other reported factor analytic studies where 5 factors were extracted, femininity has been the only factor to load even moderately on this factor.

There were only four factors extracted on the ACL. Factor 1, "dominance by control of external reality" had high loadings from; dominance (.80), exhibition (.74), autonomy (.82), self-confidence (.62), achievement (.63), high negative loadings on abasement (-.88) and succorance (-.65) with secondary loadings from heterosexuality (.50) and deference (.-52).

Factor 2 had extremely high loadings on order (.85), defensiveness (.77), endurance (.77) with secondary loadings from; favorable adjectives checked

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(.60), self-control (.63), achievement (.58) affiliation (.59) and aggression (-.55). This factor was labeled with the concept of seeking goals in accordance with the values of society.

Factor 3 had a high negative loading on unfavorable adjectives check (-.70), high positive loadings on nurturance (.70), and secondary loadings on personal adjustment (.64), intraception (.64) and affiliation (.49), thus, it was labeled "helping attitude toward life".

Factor 4 had moderately high loadings on lability (.66), and change (.68) with no secondary loadings. It would appear that factor 4 bears a relationship to the concept of flexibility as an underlying personality dimension. Since testing of personality as well as other types of testing is becoming increasingly prevelant in screening procedures for job and educational placement and decisions, it is necessary to obtain more data on minority groups Americans in order to aid in more objective decision making.

Although there are many areas of research into the personality of negroes, the most pressing need at this time, is for descriptive data. Inferences, conclusions and decisions cannot be made wisely without a basis for comparison and such a basis is not available until descriptions of the populations are formed.

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TABLE 1

Means and Standard Deviations of Scores For All Groups On

The California Psychological Inventory

Scale	Black in Univ. Group 1 N=27		Black in College Group 2 N=34		White in Univ. Group 3 N=34	
	M	SD	M	SD	M	SD
Dominance	55	9.87	45	11.3	55.1	11.2
Capacity for Status	46.78	8.49	37.5	11.5	50.1	12.8
Sociability	51.6	8.8	45	8.9	56	10.2
Social Presence	55.4	11.3	43	9.86	58.5	10.3
Self-Acceptance	59.5	8.9	51.5	10.58	60	10.7
Well-being	42.6	7.1	34.79	13.2	43.7	10.5
Responsibility	41.5	7.5	40.1	6.99	43	7.9
Socialization	43.3	8.9	43.26	9.3	44	10.1
Self-control	41	8.1	46.1	6.3	42	11
Tolerance	41.6	8.7	33.97	9.1	47.3	9.5
Good Impression	42.1	6.1	45	7.8	40.1	9.5
Communality	48.6	8.6	46.88	12.8	50	8.5
Achievement-Conformance	47.7	7.7	44	8.4	48.2	9
Achievement-Independence	49.4	6.3	42.14	8.3	54	10.7
Intellectual Efficiency	44.7	6.4	33.8	12.2	46.87	10.6
Psychological Mindedness	53.8	6.8	42.6	6.67	54.2	10.3
Flexibility	52.4	9.3	45.7	10.5	57.5	11.69
Femininity	48.96	11.2	6.3	10.4	50.65	15.3

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TABLE 2

Results Of Significant t-Tests On The

California Psychological Inventory

Scale	Group 1 and 2 Black	Group 1 Black and White	Group 2 - Black Group 3 - White
Dominance	3.43****		3.06***
Capacity for Status	3.48****		4.28****
Sociability	5.11****		3.86****
Social Presence	4.36****		6.56****
Self Acceptance	3.22***		3.42****
Well Being	2.68***		3.08***
Responsibility			
Socialization			
Self-Control	2.65**		2.31*
Tolerance	2.53**	2.44**	5.60****
Good Impression			
Communality			
Achievement-Independence	3.59****	2.16*	5.15****
Achievement-Conformance			
Intellectual Efficiency	4.09****		4.63****
Psychological Mindedness	6.03****		5.79****
Flexibility	2.22*	2.24*	4.71****
Femininity	2.46**		

*p >.05 **p >.02 ***p >.01 ***p >.001

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TABLE 3

Varimax Rotated Factor Matrix

For Black College Students On The CPI

Scale	Factors					Communality
	1	2	3	4	5	
Dominance (DO)	.86	.11	.05	.07	.00	.76
Capacity for Status (CS)	.86	.48	-.10	.05	-.01	.57
Sociability (SY)	.66	.24	.30	.07	.22	.53
Social Presence (SP)	.67	.39	.01	-.41	-.07	.77
Self-Acceptance (SA)	.77	.25	.07	-.15	.23	.74
Well-Being (WB)	.17	.51	.48	.10	.13	.56
Responsibility (RE)	.12	.21	.39	.14	.37	.39
Self-Control (SC)	-.50	.11	.19	.67	.33	.86
Socialization (SO)	-.11	.09	.69	.21	.39	.66
Tolerance (TL)	.23	.78	.15	.05	.18	.72
Good Impression (GI)	.07	.14	.11	.86	-.02	.78
Achievement via Conformance (AC)	.20	.08	.24	.21	.82	.82
Communality (CM)	.08	-.08	.80	.02	.01	.66
Achievement via Independence (AI)	.20	.72	.17	-.23	.37	.77
Intellectual Efficiency (IE)	.39	.66	.43	.01	.09	.79
Psychological Mindedness (PY)	.47	.50	-.11	-.19	.31	.62
Flexibility (FL)	.05	.40	-.09	-.61	-.21	.59
Femininity (FE)	-.17	-.53	.20	-.06	.23	.41

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TABLE 4

Differences in Scale Loading

On The Five Factors

Factor Numbers	Present Study Scales	Other Studies Scales
1	DO, CS, SY, SP, SA, -SC	WB, RE, SO, SC, TO, AC, AI, IE, PY
2	TO, AI, IE, WB, CS, PY, FX, -FE	DO, CS, SY, SP, SA
3	WB, SO, CM	TO, AI, IE, PY, FX
4	SC, GI, -SP -FX	SO, CM, FE
5	AC	FE

TABLE 5

Means And Standard Deviations Of Scores

On The Adjective Checklist

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Scale	Black at University Group 1 N=27		Black at College Group 2 N=34		White at Univ. Group 3 N=32	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Defensiveness	54.5	8.6	49.8	6.8	50.4	9.1
Favorable Adjectives	55.5	7.96	49	9.1	52.1	9.4
Unfavorable Adjectives	49.9	10.3	47	9.5	51.3	9.2
Self Confidence	53.7	10.7	46.97	10.3	48.8	8.7
Self-Control	50.4	7.8	51	6.9	48.6	11.2
Lability	50.6	7.01	42.9	9.1	53.5	12.9
Personal Adjustment	48.6	9.2	49.3	8.3	48.7	7.8
Achievement	54.8	8.5	47.8	8.2	51.6	8.3
Dominance	55.2	8.98	43.7	8.7	55.5	8.2
Edurance	53	6.98	50.4	6.5	48.9	10.8
Order	50.9	8.5	49.7	6.1	49.9	10.9
Intraception	51.89	7.9	51.7	7.8	51.8	10
Nuturance	49	8.3	50.3	7.4	50.6	8.5
Affiliation	49.5	8.9	48.6	7.3	48.2	9.3
Heterosexuality	53.8	7.9	48.3	8.7	55.3	9.6
Exhibition	51.9	8.6	48.6	6.8	50.6	10.2
Autonomy	53	7.1	49.8	5.7	51.4	9.8
Aggression	50	8.3	46.6	5.7	49.3	11.6
Change	50.7	6.3	46.97	8.5	53.4	9.4
Succorance	43.96	10.3	47	6.8	50.6	7.3
Abasement	41.9	10.5	51	7.4	50.5	10.2
Deference	39	15.9	50.2	10.7	50	9.4

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TABLE 6

Results Of Significant t-Tests Between

Groups On The Adjective Checklist

Scale	N= 61 Groups 1 and 2	N= 59 Groups 1 and 3	N= 66 Groups 2 and 3
	t	t	t
Defensiveness	2.143 *	2.05 *	
Favorable Adjectives	2.54 **		
Self-Confidence	2.67 ***	2.06 *	
Lability	3.76 ****		3.99 ****
Achievement	3.36 ***		
Dominance	2.83 ***		
Heterosexuality	2.84 ***		3.04 ***
Change	2.094 *		3.11 ***
Succorance		3.68 ****	2.32 *
Abasement	3.86 ****	3.37 ***	
Deference	5.12	4.98 ****	

*p >.05 **p >.02 ***p >.01 ****p >.001

TABLE 7

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Varimax Rotated Factor Matrix For The ACL

Scale	Factor 1	Factor 2	Factor 3	Factor 4	h^2
Defensiveness	.28	.77	.35	.14	.81
Favorable Adjectives	.27	.60	.46	.30	.73
Unfavorable Adjectives	-.07	-.20	-.70	.24	.59
Self Confidence	.62	.25	.23	.21	.53
Self-Control	-.31	.63	.30	.13	.60
Lability	.14	.08	-.09	.66	.47
Personal Adjustment	.20	.14	.64	.03	.47
Achievement	.63	.58	.21	.14	.80
Dominance	.80	.26	.36	.14	.86
Endurance	.28	.77	.22	.13	.74
Order	.01	.85	.04	-.04	.72
Intraception	.12	.47	.64	.17	.67
Nuturance	-.20	.43	.70	.09	.72
Affiliation	.07	.59	.49	.23	.64
Heterosexuality	.50	.09	.31	.20	.39
Exhibition	.74	-.13	.06	.16	.59
Autonomy	.82	-.17	-.16	.06	.72
Aggression	.60	-.55	-.40	.17	.85
Change	.21	-.05	.16	.68	.51
Succorance	-.65	-.36	-.21	.42	.77
Abasement	-.88	-.21	-.02	-.03	.81
Deference	-.52	-.06	.35	-.29	.47

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Conclusions

The conclusions drawn from the results of the study are limited by the sample size and generalizations must be made with caution. The aims of the study were:

1. To identify those personality characteristics of the negro population in predominately white and predominately negro colleges.
2. To determine the personality profiles of successful negro students as identified on the CPI and ACL.
3. To ascertain if a cluster of personality traits exists and is the discriminating personality variable that distinguishes between negroes enrolled in predominately white institutions and those enrolled in predominately black institutions.

In line with the aims of the study the conclusions are:

1. There are significant personality differences between black college populations as exhibited on the objective personality measure - the CPI and the ACL. The black college students at the predominately white college tended to score higher on all significantly different scales on the CPI and those differing scales on the ACL except for the scales measuring abasement and deference. Over all, the black students attending a predominately white college tended to score more like their white counterparts than like their black counterparts attending a predominately black institution. There were more significantly differing scales between the two black populations than would be expected by chance.

Therefore, it is concluded that real personality differences do exist between those negroes who attend predominately white and predominately black colleges.

2. When the results of the test are analyzed for sex differences the black females differ significantly on 11 of the 18 scales on the CPI. However, only 1 scale on the ACL showed significant differences between the two black female populations. On both tests the black females attending the predominately white institution tend to score more like their white counterparts than their black counterparts at a predominately white institution.

3. The black males attending a predominately white college differed from the black males attending a predominately black institution on 9 of the 18 scales on the CPI and 12 of 22 scales on the ACL. They differed significantly from the white males on only 2 scales on the CPI and 4 scales on the ACL. Thus, personality test scores of the black males at a predominately white college are more like their black counterparts in a predominately black college.

4. There does appear to be a cluster of personality traits that distinguishes the negro college student at a predominately white college from a negro college student at a predominately white college from a negro college student at a predominately negro college. On the CPI the cluster conforms to Gough's Class I scales measuring poise, ascendancy, self-assurance and interpersonal adequacy. In addition the self-control, tolerance, achievement via independence, intellectual efficiency, and Class IV scales of intellectual and interest modes are contained in this cluster.

Combining all these scales, the profile of the negro student at a predominantly white college could be said to reflect the characteristics of relatively more confidence, intrapersonal adjustment, self-discipline, intellectual and personal effectiveness, openness to experience and bluntness and directive in thinking and action. The results on the ACL would tend to reinforce this profile with the addition of indicating that these students tend to be less able to sustain subordinate roles.

Because of the individual differences exhibited on scales on both tests, it must be noted that the conclusion concerning the personality profile is based on the average scores of the respective groups. Thus, there are deviations from the profile in both of the black populations.

5. The CPI would appear to be a more sensitive instrument to detect significant personality differences than the ACL.

   Although group scale scores showed significant differences when the results were analyzed by sex, the female scores failed to show significant differences as were found on the CPI.

6. The results of the factor analysis for the black college students reveals that their factor structure differs significantly from the factor structure of most other factor analytic studies. Although the sample was small (N = 61) extremely high factor loadings were found for several scales - above .70. There were also extremely high negative loadings on some factors. Whereas, self-control "provides almost a pure measure of Factor 1", in this study dominance was the scale loading highest on Factor 1,. (.86). (Megargee, 1972)

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Since this population's Factor 1 corresponded almost exactly to other researchers' Factor 2 where dominance loaded highest, the same label was used - dominance - adjustment by control of external reality. Factor 2 corresponded in some respects to other reported Factor 3. In this study the high loadings on achievement via independence, intellectual efficiency, tolerance with secondary loadings on psychological mindedness, well-being, flexibility and capacity for status determined the label - cognitive-affective independence. In the summary of other factor analytic studies, Factor 4 is defined by high loadingss from communality and socialization. Since Factor 3, in this study, followed somewhat the same pattern the label "larger culture attitude or response set" was attached. Factor 4 had high loadings on self-control and good impression with good impression being an almost pure measure (.86), thus this factor was labeled "general adjustment". Factor 5 in all other studies is characterized by the femininity scale loading high and is also the only scale to load on Factor 5. However, in this study, achievement via conformance loaded extremely high, .82. From these results, it becomes more probable that the personality structure of black college students may differ from that of white college students.

As with any analysis of personality structure or profiles, no attempt was made to judge the relative merits of scores on the personality tests. Although significant differences were found, it should not be concluded that the relative strength or weakness of a scale score is indicative of a value judgement. This study was more an attempt to describe what personality profiles and differences exist rather than to make any judgements

concerning the desirability of any of the characteristics of traits.

Directions for Further Research

As recently as 1972 (Hilliard, 1972) there were few studies on negroes using objective personality assessment measures. Megargee (1972) also calls for more normative data for the CPI on minority group Americans. Other personality researchers have proposed that separate norms for racial groups be devised as there have been separate sex norms. The results of this study would appear to indicate that comprehensive descriptive studies should be conducted to determine if separate norms should be devised for minority group Americans. It may well be that separate norms are not needed, just more flexible interpretations of scores based on research findings.

In order to ascertain if the results hold true for other kinds of colleges a study along the lines of the comprehensive Minnesota study could be conducted. Black college-bound high school students could be tested and re-tested upon enrolling in college using various objective personality measures. Thus, it would be possible to obtain personality profiles and differences among the black students attending small liberal arts colleges, junior colleges, large universities, technical colleges, etc., all of which could be paired as to the reltive racial composition of the student body, i.e. predominately black or predominately white. The results of such a study could do much to aid the black students along with their parents and counselors in the decision as to what kind of college to attend.

Another fruitful area of research could be the gathering of descriptive data on the CPI and ACL from black college students in both kinds of colleges from many geographical areas across the United States. The results of the tests could be correlated with background variables and thus determine meaningful relationships as well as profiles. Of particular interest would

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be the amount and kind of interracial experiences of the various college students. For example, did those negroes who chose to attend predominately white college attend integrated public schools - not tokenly integrated - full integration. Other personality measures could be added to the CPI and ACL such as Holland's Vocational Preference Inventory to see what the relationship is between type of educational institution, personality and vocational choice. Another instrument that could possibly yield fruitful results is the Sensation Seeking Scale in combination with other objective personality measures.

A scale of items discriminating between negroes enrolled in a predominately white college and those enrolled in a predominately black college could be formulated and cross-validated. It could be administered to black college-bound high school seniors and predictions made. A follow-up study of the students after a year in college would determine the predictive validity of the scale.

There are numerous studies that could be carried out in the area of personality and career choices of negroes. Since testing of personality as well as other types of testing is becoming increasingly prevelant in screening procedures for job and school placement, it is necessary to obtain more data on minority group Americans in order to aid in more objective decision making.

Although there are many areas of research into the personality of negroes, the most pressing need at this time, is for descriptive data. Inferences, conclusions and decisions cannot be made wisely without a basis for comparison and such a basis is not available until descriptions of the populations are formed.

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APPENDIX - A

CALIFORNIA PSYCHOLOGICAL INVENTORY

The 18 scales of the CPI and the characteristic assessed by each one are:

I. Measures of Poise, Ascendency and Self-Assurance

1. Dominance - identifies strong, dominant influential and ascendent individuals who are able to take the initiative and exercise leadership.
2. Capacity for Status - appraises those qualities of ambition and self-assurance that underlie and lead to status.
3. Sociability - devised to differentiate people with an outgoing, sociable participative temperment from those who shun involvement and avoid social visibility.
4. Social Presence - assesses poise, self confidence, verve and spontaneity in social interactions.
5. Self-Acceptance - assesses factors such as sense of personal worth, self acceptance and capacity for independent thinking and action.
6. Sense of Well-being - derived to discriminate individuals feigning neuroses from normal and psychiatric patients responding truthfully.

II. Measures of Socialization, Maturity and Responsibility

7. Responsibility - identified people who are conscientious, responsible, dependable, articulate about rules and order and who believe that life should be governed by reason.

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8. Socialization - reflects the degree of social maturity, integrity and rectitude the individual has attained.

9. Self-control - designed to assess the adequacy of self-regulation, self control and the degree of freedom from impulsivity and self-centerness.

10. Tolerance - identifies permissive, accepting and nonjudgemental social beliefs and attitudes.

11. Good impression - identifies people who are able to create favorable impressions and who are concerned about how others react to them.

12. Communality - designed to detect protocols on which the respondent answered in a random fashion. The purpose is similar to the F scale on the MMPI.

III. Measure of Achievement Potential and Intellectual Efficiency

13. Achievement via conformance - assesses the need for achievement coupled with a deeply internalized appreciation for structure and organization.

14. Achievement via independence - predicts achievement where independnece of thought, creativity and self-actualization are rewarded.

15. Intellectual efficiency - constructed to provide a set of personality items that would correlate significantly with accepted measure of intelligence.

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IV. Measure of Intellectual and Interest Modes

16. Psychological Mindedness - reflects the degree to which the individual is interested in and responsive to the inner needs, motives, and experiences of others.

17. Flexibility - identifies people who are flexible, adaptable and somewhat changeable in their thinking, behavior, and temperment.

18. Femininity - the purpose is to define psychological continuum which may be conceptualized as masculine versus feminine.

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ADJECTIVE CHECKLIST

1. Number checked - Total number of adjectives checked. Checking many adjectives appears to reflect surgency and drive and a relative absence of repressive tendencies.
2. Defensiveness - Df. measures a bipolar dimension of test taking response which in interpretable at either extreme. Therefore, if standard scores on Df. fall above 70 or below 30 an interpretation of dissimulation may be necessary.
3. Favorable - Number of favorable adjectives checked a self-description scale. Although the social desirability component is present on this scale it is not seen as a facade or an artifact but sincere concern with behaving appropriately and with doing one's duty.
4. Unfavorable - Number of unfavorable adjectives checked. From working individually with subjects who scored high on this scale the authors conclude the checking of unfavorable adjectives reflects a kind of impulsive lack of control over the hostile and unattractive aspects of one's personality rather than a sense of humility and self-effacement.
5. Self confidence - This corresponds to the "poise and self-assurance" cluster of scales on the CPI.
6. Self-control - The self-control scale was developed empirically and is intended to parallel the responsibility-socialization cluster of scales on the CPI.
7. Lability - The scale was based on item analyses of subjects rated higher on characteristics indicating flexibility, need for change, individually, etc.

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8. Personal adjustment- Subjects rated high and low on personal adjustment and personal soundness were the validating group for the scale. The scale is seen as depicting an attitudinal set toward life rather than the present or of problems and concern.
9. Achievement - To strive to be outstanding in pursuits of socially recognized significance.
10. Dominance - To seek and sustain leadership roles in groups or to be influential and controlling in individual relationships.
11. Endurance - To persist in any task undertaken.
12. Order - To place special emphasis on neatness, organization, and planning in one's activities.
13. Intraception - To engage in attempts to understand one's own behavior or the behavior of others.
14. Nurturance - To engage in behaviors which extend material or emotional benefits to others.
15. Heterosexuality - To seek the company of and derive emotional satisfactions from interactions with opposite-sexed peers.
16. Affiliation - To seek and sustain numerous personal friendships.
17. Exhibition - To behave in such a way as to elicit the immediate attention of others.
18. Autonomy - To act independently of others or of social values and expectations.
19. Aggression - To engage in behaviors which attack or hurt others.
20. Change - To seek novelty of experience and avoid routine.
21. Succorance - To solicit sympathy, affection or emotional support from others.

22. Abasement - To express feelings of inferiority through self-criticism, guide or social impulse.

23. Deference - To seek and sustain subordinate roles in relationships with others.